



Assessing the Attitude of Students and Teachers Towards Learning English Lesson through Group Discussion in Case of Dr. Mohamed Dolal Sirad Secondary School Grade (10) Students in Focus

Mulusew Birara Yizengaw, Mulugeta Asnakew Tadesse

Department of English Language and Literature
Kabridahar University, Qorahay Ethiopia,

Abstract. The main object to assess the attitude of students and teachers towards learning English lesson through group discussion in their class room. In order to achieve this objective Mohamed Dolal Sirad secondary school grade (10) students and their teachers were participated. Furthermore the researchers used three instrument namely questionnaire used with students and teachers to gather the information from participants. While questionnaire used with students and teachers to gather the information from participant; whereas interview was done with both students and teachers. On the top of this the researchers carried out the class room observation with the help of check list. The result of the study collected through the above three tools leveled that us there are lack of interest, lack of encouragement, absence of teachers intervention and etc generally it was fund that most of the students and teachers have positive attitude toward working English activities in groups, Hence it was recommended that the teacher should encouraged or motivate their students while they are engaged in group activity, creating awareness teachers intervention during group discussion and etc.

Index Terms: Assessing, Attitude, English and Group Discussion

I Introduction

1.1 Background of Study

Education is base for development and it plays a vital role in order to being permanent behavioral changes in all aspects furthermore, it has a contribution in developing the attitude of mankind to words social economical and political condition in particular change. In general to realize these changes we have to know about the role of language that we use a medium of instruction.



English services this purpose and ability to communicate with language on the part and ability to communicate with this language on the parts of both teachers and students determine the effectiveness of the teaching and learning process in schools (run one).

Haltom (1993) mention that affective and effective and motivating teaching methods during learning and teaching English promotes students speeding on their classes in English, hence one of the affective as well as motivating methods which may allow students to be active participant in English lesson is group discussion. As research findings on group discussing work shows, it promotes a positive and effective element

According to Porter (1955) group work motivates learner to allow for a greater quality and riches variety of language practices similarly. Virtue (1997;997) suggests that teachers should consider the students attitudes when selecting any leaching methods it helps to identify the interest of student and solve problems in relation to their attitude.

Skgnr (2006) on his part suggest that grouping does not only increase effectiveness in subject learning it also increase effectiveness in subject awning it also increase adjustment for social emotion of a hooker in relation on to grouping Atkins(1996) underline that group works allows students to use the language encourage students co-operation and joint learning those study was carried out to assess the attitude of goods (10) students and teachers to words learning English through group discussion in Mohamed Dolal Sirad secondary school in Kabridahar administration.

1.2 Statement of Problems

Teaching English language is not similar with that of teaching other academic subject in addition to this. According to our country schools, many students are not given attention to teaching English lessons, in the way of group discussion, because it has not mother tongues for those students as well as difficult to simple understand it has used more time by them serves. From the observation is made ever though group discussion is playing paramount important to learning, English. It has not been proceed through in different schools.

Therefore the teacher group discussion is playing paramount important to learning, English, it has not been proceed through in different schools. Therefore the researchers are initiated to conduct research coarsening group discussion. Mukale 1998'17 and stated group discussion methods becomes different.

Because we are putting in the practice the most advanced principle of teaching learners involvement in the learning Proses the paper is the survey on assessing the attitude of students and teachers to words learning English lesson trough group discussion in case Mohamed Dolal Sirad secondary school.



1.3 Research Question

To meet the research objective the researchers was attempt to answers to following research question

- Do student participate activity during group discussion?
- What are the attitude of the student and teachers towards doing English activities in group.

1.4 Objective of the Study

General Objective of the Study

The main objective of the study was to in relatively the attitude of students and teachers to words learning English through group discussion in the stated school

Specific Objective of the Study

- To identify whether the students or interested or not to participate in group discussion
- To investigate the challenge teachers and students face in using group activities which learning English lessons
- To find out the extent of the teachers motivations toward participation of the students in group discussion.

1.5 Significance of the Study

As this research attempt to find out the attitude of students and teachers to words learning English through group discussion to promote the students and teachers attitude on group discussion the finding of this research might improve students and teachers attitude to words group discussion by developing awareness and create opportunity for students in English.

More over the students to practice English activity in group inside and outside the class room and also it is use full for the student develop their confidence to practice English activities by using English language and finally the result of this research might be used as input for further study.

1.6 The Scope of the Study

This study was determined of Mohamed Dolal Sirad secondary school which is found in Somali Rigon of Kabridahar administrative town.

II. Methodology of the Study

2.1 Research Design

For this study descriptive a type of research design involving mixed approach was employed.



2.2 Population of the Study

Based on the information the subject of this study was grade (10) students of Mohamed Dolal Sirad secondary school, and their English teacher in target. Therefore in this study (30) students and (4) teachers were involved.

2.3 Sampling Techniques

In this study only Mohamed Dolal Sirad secondary school grade (10) students and teachers who teach English are involved for the study. Sample population was selected using sample random sampling technique and to give equal chance for all students in the selection, while teachers were selected using comprehensive sampling.

2.4 Data Gathering Statements

In the study primary was used them. The primary data was collected from the sampling respondents directly through questionnaire interview, and observation.

Questionnaire

Questionnaire is prepared and used to collect data from students and teachers. The questionnaire can be open ended and close ended questions. The objective was to get information from students and teachers about the attitude of teachers and students towards learning English lesson through group discussion

Interview

Interview is asking question orally. The information obtained using this instrument used check the data obtained through observation and questionnaires the interview will be conducted from stated school teachers and students. It was prepared in order to let detail information from the attitude of teachers and students towards learning English lessons through discussion the interview was held in Amharic for students but for teachers. It was held in English the all information was recorded and transcribed like the classroom observation checklist. Its aim is to detailed materials that can be used in analysis

Observation

The main objective of this tool was to explore the extent to which group discussions was used by teachers while they are teaching English, before the actual observation structured checklist was prepared was all about the activity for formed by the teachers and student so that the use are of group activity in English classes. It was provided a clear image of what the actual teaching learning process look like,

2.5 Methods of Data Analysis

To answer the research questionnaire the researchers was analyzing by using quantity and quality approach in addition to this the researchers was use table and percent to analyzing the data. Finally the conclusion and recommendation given based on the data rethread through data a tools and instrument.

III. Data Analysis and Interpretation

This chapters deals with analysis and interpretation of the data collection from the students and teachers through questionnaire. Interview and class observation

3.1 Analysis Students Response though Questionnaire

Table. 1 Students interest to learn English though group discussion.

No	Item	Response							
1	do you like group	Yes		No		I don't now		Total	
	Discussion which you are learning English-lesson?	No	%	No	%	No	%	No	%
		28	92.3	2	6.6.	-	-	30	100

Table above shows that 72.3% of the sample respondent replied that they are interested in learning English through group discussion but they ather 6.6. of the respondents responded that they are not interested in learning English by discussing in group. Therefore from the above that it can be concluding that larger number students are interested in learning. English through group discussion for those who arrant interested to learning English lesson through group work they work asked to like reason and responded that it is difficult to learn and understand English through group discussion and it doesn't help them to get new knowledge. Therefore the respondents view may imply that fre of the students attitude toward group discussion is negative.

Table. 2 Teacher's encouragement during group discussion

No	Item	Response							
2	Do your teacher encourage you to discuss in group?	Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
		21	70	9	30	-	-	30	100

As it is indicated on the above table 70% respondents replied that their teacher did encourage them to discuss in groups but the other 30% of the respondents answered that they were not encouraged by their teacher to discusses in groups. Therefore from the response it can be interfered that the extent of encouragement by the teacher was low to participate students in group discussion.



Table. 3 Students response on whether group discussion is the best method or not

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
3	Do you think group discussion is the best methods to learn English lesson?								
		17	90	3	10	-	-	30	100

Table 3 shows that of the respondents responded that they through group discussion is the best methods to team English but 10% of them replied that group discussion is not the best methods to learn English therefore from the above data it may reduced that most of the respondent did think that learning English through group discussion is the best methods.

Table. 4 Frequency of group formation during English lesson

No	Item	Frequency	Response	Percentage	Total
4	How often does your teachers you disuses in group during English lessons?	Always	19	63%	100%
		Some times	4	13%	
		Rarely	3	10%	
		Never	4	13%	

Table above shows that 63% of the respondent response their teacher always use group discussion during English lesson, but 13% of them responded that their teachers employs discussion sometimes during English lesson 10% the responded response that their teachers rarely use group discussion during English lesson. But the rest 13% of them responded that teachers never from discussion in group during English lesson therefore the above that may indicate more emphasis was given to employing group discussion by teachers to teach English lesson



Table. 5 Students, response on whether they enjoy their teachers intervention or not

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
5	Do you enjoy your teacher's intervention during group discussion?	22	73	8	26.6	-	-	30	100

Table above show that 73.3 of the respondents enjoyed their teachers intervention during sample respondents replied that they did not enjoy teachers intervention during discussion and therefore. It may be inferred that most student were interested by their teacher's interruption during discussion.

Table. 6 Students response in whether learning English through group discussion help to have better understand of new language

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
6	Do you believe that learning English lesson through group discussion help you to have better understanding of new language item?	26	86.6	4	13.3	-	-	30	100

Table 6 indicate that 86.6% of the respondent replied that learning English through group discussion helps to have better understanding of new language item. Whereas 13.3% of the respondents that learning English through group discussion does not help in understanding of new language items.

Table. 7 Provision of group activities for discussion

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
7	Does your teacher provide you exercise to be discussed in group?	23	76.6	7	-	23.3	-	30	100



Table above indicate that 76.6% of sample students responded that their teacher provide exercise to be discussed by group members where 23.3 % sample students response indicated that the teacher does not provide exercise to be disused by group members.

3.2 Analysis of Teacher’s Response through Questionnaire

Teachers are they try role players in the process of the teaching and learning. They are expected to Cary different roles while students are engorged in group discussion as a result four teachers were selected to fill the questionnaire and there result analyzed as follows.

Table 8.teacher response on student’s interest to learn English lesson through group discussion

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
8	Do your students have interest to learn English through group discussion?	3	75	1	25	-	-	4	100

Table 8 indicate that 75% of teacher response for the question was yes this may show that the students are interested to learn English through group discussion the rest 25% of the teachers responded that there are students who dillies learning English through group discussion.

Table. 9 teachers response towards how often the from group in English class.

No	Item	Frequency	Response	Percentage	Total
9	How often do you form groups in English classes?	Always	-	-	
		Some time	-	-	
		Rarely	4	100	100
		Never	-		

Table 9 indicate that 100% of the teachers responded that they are employ group discussion. It may indicate that discussion takes time to arrange the students in group and teacher have now willing

Table. 10 teacher response on whether they think that group discussion in more difficult than other teaching methods.

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
10	Do you think group discussion is the best methods to learn English lessons?	2	50	2	50	-	-	4	100

Table 10 indicate that 50% of the teacher responded for this question yes this responds yes itself is negative. This shows that the teachers were not ready to employ they method as affectively as needed thinking that it is difficult than as other methods. On the other hand 50% of the teachers responded that the methods is not different from the other methods for those that group discussion is more difficult them other methods that were asked to give their reasons and stated that is difficult to organize different opinions and idea raised by group member during group discussion.

Table 11. Teacher response on how often they encourage their students to be active which discussing in group.

No	Item	Frequency	Response	Percentage
11	How often do you encourage student to be active while they are discussion in group	Always	3	75
		Some times	1	25
		Rarely	-	-
		Never	-	-
		Total	4	100

Table 11 indicates that 75% of the teachers responded that they always encourage their students to be active participates while they are engaged with group activities. This shows that high encouragement is given to the students in the part of teachers. Whereas 25% of teachers responded that they sometimes encourage their students when engaged in group activities about whether students enjoy while they are working English activities in groups.

The table, indicate that 100% of teachers responded that they consider individual difference and students level of achievement while they are grouping. Therefore it indicate that teacher consider individual in different and their level of achievement while



grouping. Five of interview responded that they usually enjoy when they are engaged in group and stated as a reason that learning by nature needs interest to work in groups. The second items were about whether students participate actively while engaged in group discussion.

Table. 12 In the Table above teachers response on whether they consider individual difference there level of achievement while grouping students.

No	Item	Response							
		Yes		No		I don't know		Total	
		No	%	No	%	No	%	No	%
12	Do you consider individual difference and their level of achievement while you are grouping	4	100	-	-	-	-	4	100

The interview responded that most student activities participate group discussion but two of them answered that they didn't actively participate the group discussion. Because lack of interest. The fourth items were about whether a student thinks that group discussion is the best methods to learn English. Fire of the respondent repaid that they think group disruption is the best methods to teach English lesson and they stated the reason that it is used to share idea. Develop knowledge and so on.

3.3 Analysis of Student Response through Structured Interview

It is obvious that students are expected to actively participate in different responsibilities given by the teachers. They ones to carry most of the roles forearmed in classes. Taking this in to consideration some students where interview to get detail information on their attitude toward group activities and related issues and responses were analyzed as follows. The first item was about whether student enjoy while they are working English activities in group.

3.4 Teachers Response through Structured Interview

Teachers are the key players in facility the feeling and learning presses taking place in class. Their role is usually limited top facility and meaning the time given property. Considering these teachers where interviewed on question reclosed to the implementation of group activities as methods in English classes and their response are given below. The teachers responded that group discussion is a way of bringing different ideas and opinion of individuals is order to find out one central points or maters. This may shows the teachers the teachers understanding about group discussion was well. On other hand other respondents said that group discussion is taking in advance what the



students on the lesson, sharing idea feeling. Third item which was about the advantage of using up discussion methods was replayed as follows, they responded that group discussion helps to avoid shyness and fear. It also creates opportunities for independent learning. As it is mention by the responded earlier. It is employed in a well- organized way.

3.5 Classroom Observation

As the name of the title indicates here the discussion is on the observation of the classroom in items of the activities of the teaching learning processes that was taking place in grade ten English classrooms.

The researchers focus was on the employment of group discussion during the English lesson what had been stated or discussed here were only the significant point that were relevant to the researchers title the section selected from observation was five grade (10) classes which had over go students. As the general condition of the section, the class was so small and benches were fixed is somewhat in converging for grouping activities.

IV. Conclusion and Recommendation

4.1 Conclusion

In this research possible attempts have been made to assed the students and teachers attitude towards using group activities to teach English lesson and find possible solution for the problems connected which the students teachers attitude towards group discussion lack of interest lock of encouragement, a balance of enjoying teachers intervention and etc

Generally it was found that most of the students and teachers have positive attitude toward working English activities in groups. This was providing with the students on their responsibility through there were some student who have no interest of learning English through group discussion. In addition the following results there found as result of the research.

The encouragement levels of the teachers were not totally high to make students to be active participant in group discussion. Brown the (1994;194); believed that positive motivation is directly related to success in teaching language according to students and teacher attitude. It was also found that more then arrange students did think that learning English lesson through group discussion is best will

More emphasis was given for group discussion by teachers to get the students active participate in English lesson. According to Vercute. RA (199;007) knowing that students. Attitude before providing certain activities in an issue to the teachers.



The teacher intervention technique during group discussion was investing but not enough using effective and motivating methods during teaching English promotes students taking in their classes in order to help them develop confidence in speaking abilities

- The teachers provide have no concept about the benefit of group discussion
- Teachers themselves didn't employ group discussion while there teaching English. Trough there were some committed teachers who where properly using different activities to be discussed in group
- Teachers consider individual difference in the achievement level of performance when grouping students Brown (1994) suggests that group discussion seems to have potentation of motivating students because of their interest to discuss with group modes and from mutual.

4.2 Recommendation

Based on the finding the analysis and concussion reached in following recommendation are forward:

- Teachers should encourage or motivate their students while they are engaged in group activities students would develop positive attitude toward working different English lesson in groups at it enhance their cooperative learning and advances their language.
- Teachers should work hard in creating awareness on the benefit of group activities so that students can be engorged
- Teacher, should employ different mechanism in order to solve problems related to own size and shortage of materials
- Teachers should consider individual different in their achievement and level of performance when grouping students.
- Student must enjoy teacher's intervention during group discussion.
- Teacher's intervention during group discussion should be interesting so that students can be motivated and able to do activities in groups.

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